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are numerous and helpful. An important one is that the reading of connected Latin should begin very early in the Latin course. Students certainly take much more interest in their work if this is done. The author emphasizes the fact that if one would learn to read at sight one must *read at sight*, and therefore sight reading should begin at the same time as prepared translation, and be steadily kept up, both in the classroom and outside. Sight work on examination will help in this. Composition based on the Latin read is a valuable aid to a proper understanding of the syntax. The plan, adopted by our author and by Professor J. W. White whom he follows, of giving out in advance to the class basal or stem words which the pupil will find in his next day's lesson is a good one.

In his "How to Read at Sight," he shows how one must take in the thought from a Latin sentence just as a Roman did, word for word. While as he admits, his suggestions here are not complete enough for beginners, they are beyond question useful to teachers and also to students who have some knowledge of Latin but who have not obtained a working knowledge of the language. He first gives sentences from Caesar and Livy illustrating how this can be done. Then he shows why it is important to come to think in Latin and to take in the meaning of a Latin sentence without translating it. Finally there follow valuable hints about word analysis, etymologies and the systematic study of vocabularies. Since the publication of Professor W. G. Hale's pamphlet on the "Art of Reading Latin," in 1887, perhaps nothing has appeared the help of which teachers and others interested can so ill afford to lose.

*Seattle High School*

*George M. Davison*

*The Inflections and Syntax of the Morte D'Arthur of Sir Thomas Malory.* A Study of Fifteenth-Century English by CHARLES SEARS BALDWIN. GINN & CO., BOSTON, MASS.

The volume before us deserves special praise, because it is not a book designed to catch the favor of the market, but a scholarly study of a special work and a special period. It is a grammatical treatise as its name implies. The work is exceptionally well done, and those who wish a valuable reference book in English Grammar, to be put beside the *Grammar of Shakespeare*, by E. A. Abbott, will find Mr. Baldwin's work an important contribution. It ought to be a source of gratification also that this scholarly study has been made on American soil.

We wish we might chronicle more such important studies by American teachers of English.

*Oliver Farrar Emerson*

*Cornell University*

*School English. A Manual for Use in Connection with the written English Work of Secondary Schools.* By GEORGE P. BUTLER, formerly English Master in the Lawrenceville School, Lawrenceville, N. J. American Book Company, 1894.

This is an excellent book for the actual use of the teacher in the class room, or for the individual who wants to review his studies in English in a logical and systematic way. The author has provided what he "believes to be a logical classification of the best directions for avoiding errors and securing a good style." Probably no two teachers would agree on such a classification, but this is good, and only actual use and wide experience would enable one to speak with authority. We know an excellent teacher of English who begins with punctuation. And the many essays published in the current educational magazines since the teaching of English began to be discussed so prominently reveal no marked consensus of opinion on methods. That belongs to the teacher, and has to be discovered for himself. But this book will be a welcome help to the teacher who is searching for help, and a safe guide to the mechanical teacher who knows no method except that of the book. This will at least not lead him astray, and the intelligent pupil will find it interesting, which is a feature of no little merit in books of this class. It may be suggestive of the author's classification of subjects to print the table of contents :

Introduction.	9
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#### PART I—RHETORIC

I. English Words,	13
II. Correction of Errors in the Use of Words,	35
III. Correction of Errors in Construction,	50
IV. Clearness, Force, and Harmony,	75
V. Figures of Speech,	119
VI. Errors in the Use of Figures,	152

#### PART II—COMPOSITION

I. Preliminary Suggestions,	159
II. Letter Writing,	163
III. Exercises from Extracts,	175
IV. Description and Narration,	192
V. Essays,	203
VI. Debate,	212
VII. Punctuation and Capitals,	218